

Supporting, Engaging and Strengthening
Literacy Instruction
Among
English Language Learners

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ABSTRACT

Every child has the potential to successfully meet high academic standards. However, the literacy skills needed to meet these standards are far too often lacking among adolescent English Language Learners (ELL). The National Council of Teachers of English (2008) reports that 4% of eighth grade ELL students in 2005 reached proficiency on the reading test of the National Assessment of Educational Progress compared to 31% of non ELL eighth grade students that achieved proficiency. Without sufficient literacy skills it is impossible for students to succeed academically. The need to read, write, speak and think critically is vital to academic success. While literacy deficiencies seem to be apparent for all students it is clear that students whose first language is not English are at a disadvantage. The purpose of this study is to explore research based literacy interventions for Adolescent English Language Learners to provide educators with effective instructional practices to support English Language Learners.

Keywords: English Language Learners, Culturally Linguistically Diverse (CLD), Scaffolding Reading Experience (SRE)

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Introduction

Every child has the potential to successfully meet high academic standards. However, the literacy skills needed to meet these standards are far too often lacking among English Language Learners (ELL). According to the U.S. Census Bureau, out of the 3.9 million eighth graders in the United States in 2007 only 27% attained basic levels of literacy and 31% reached proficiency on the 2007 National Assessment of Educational Progress (NAEP) (Greenleaf & Hinchman, 2009). The Alliance for Excellent Education, an organization that supports the work taking place to improve middle and high school student achievement stated in their initial framework that about 6 million middle and high school students read below grade level (Wise, 2009). Additionally, the report noted that students with low literacy skills could not graduate and would not be prepared for college or a career in the 21st Century.

According to the NAEP, approximately two-thirds of eighth and twelfth grade students read at less than “proficient” levels. For various reasons many students in our nations elementary and middle school classrooms will leave school before finishing high school due to illiteracy or a literacy problem (NAEP, 2006). The majority are often low-income and minority students. In 2001 and 2003, Jay Green and Chris Swanson reported that the national graduation rate was 70%. Low income and minority students when compared to white students a significant gap is represented (Wise, 2009). While some may disagree that graduation rates don’t reflect the quality of education students receive, it can’t be ignored that they do indicate how well a school system is engaging students in learning and preparing students to be productive citizens (Wise, 2009).

In addition, to the achievement gap between white and minority students another gap widens between bilingual students and native English speaking students. “Latinos are far less likely than African Americans and whites to complete high school and college, as only 57 percent of Latinos 25 and older had graduated from high school and college by 2000; only 11 percent had undergraduate degrees” (Leadership Conference on Civil Rights Education Fund, 2001). Furthermore, the National Council of Teachers of English (2008) reports that 4% of eighth grade

ELL students in 2005 reached proficiency on the reading test of the NAEP compared to 31% of non-ELL eighth grade students that achieved proficiency.

Research on adolescent literacy has shown that literacy development is a continuum. It cannot stop at the primary level. Much of the research has shown that the lack of literacy instruction on the secondary level not only has a negative impact on ELL but on all students. Students cannot learn from books they cannot read or are not interested in (Allington, 2002). Therefore, the explicit teaching of literacy skills using authentic texts across the curriculum is necessary for student success. Reading difficulties do not occur in a vacuum. Adolescents' self esteem, self-efficacy and interest are key factors in the development of their literacy.

Adolescent literacy is a topic of high interest among educators, however, as of 2003 there was not a body of research that indicates appropriate interventions that help middle and high students who can barely read or those students who are reading 3 or 4 years below grade level (Jetton & Dole, 2004). There is even less research specific to second language learners. On the other hand there is a great deal of research focused on early literacy. Even though the research has proven that early childhood development directly impacts the achievement gap, literacy instruction on the secondary level is crucial to the development of the higher-order thinking skills needed for academic success (Moore, 2002)). Certainly, building a strong foundation in the early years is important but the purpose of a foundation is to build on top of it. Students who graduate high school with low literacy skills cannot possibly be prepared for college or career in the 21st Century (Wise, 2009). If more research could be done on this topic, then educators of middle and high school students could have the same quality and quantity of research knowledge as K-3 educators. Educators of middle and high school students could have answers to their questions, What about my students who can't read their biology or history texts? What about my students who can't even read a third grade level? What are we suppose to do with them? Where is the help for us? (Jetton & Dole, 2004).

Existing commentaries have documented teaching strategies and instructional practices that have proven to be effective in moving struggling readers to become thriving independent readers. However, 80 percent of all reading research has been conducted in English-speaking countries

largely by monolingual English researchers on monolingual English-speaking students and then applied to second language learners (Herra, Perez, & Escamilla, 2010). By conducting a qualitative study, we can provide teachers detailed views of students attitudes and interests towards reading, an analysis of multiple teaching strategies that promote literacy skills and case studies that provide insight to the dramatic change that can occur for a struggling second language learner when literacy instruction on the secondary level is applied.

Without sufficient literacy skills it is impossible for students to succeed academically. The need to read, write, speak and think critically is vital to academic success. While literacy deficiencies seem to be apparent for all students it is clear that students whose first language is not English are at a disadvantage. The purpose of this study is to explore literacy interventions for Adolescent English Language Learners. This study will explore the following research questions.

- What literacy interventions are used to provide support for English Language Learners?
- What are the outcomes of the practices?
- What can teachers do to support literacy development for English Language Learners?

The Need for ELL Literacy Instruction

Immigration is the thread that has weaved the fabric of the United States history. The first immigrants traveled by sea to the Americas in hopes to obtain freedom in a new land. However, it is clear that the English who sought refuge here were not the first human beings to inhabit the land and their English Language was not the first language spoken. The immigration experience as history tells would not end with the English settlers. Immigration has continued throughout US history and remains by those seeking refuge in the American Dream and sadly at times was imposed by force.

The NCTE (2008) reported that over 14 million immigrants moved to the United States during the last 30 years of the 20th Century and it was expected that another 14 million would migrate here from 2000-2010. Some believe that English Language Learners are a new homogenous group, however, they are an extremely heterogeneously group and are far from new. In fact, they are a very diverse group. Some ELL students come from homes where no English is spoken, only English is spoken and others are exposed to several languages. They may have a strong

sense of their native culture or only relate to U.S culture. Some are alienated for speaking another language other than English and some are alienated for only speaking English. The variations go on and on. The point is that all of these factors play a role in their experience and progress acquiring English, as well as their literacy development. Therefore, these variables must be taken in consideration in order to provide effective literacy instruction for ELL students.

Research continues to show that all teachers no matter what level or content they teach are language teachers. Since literacy is the ability read, write and communicate language we can further state that all teachers are literacy teachers. Freeman (2004) explains a kindergarten teacher might monitor student sound development, a fifth grade teacher provide support for students to comprehend the science textbook or a eighth grade teacher may be challenged to integrate instructional support for a beginning ELL students in an language arts class. Regardless, of the circumstance language instruction is essential for students to access the content.

Literacy and Language Acquisition Theories

Freeman (2008) defines two views about reading instruction, *word recognition view* and *sociopsycholinguistic view*. Word recognition view stands by the notion that written language must be learned. While the *sociopsycholinguistic view* claims that language is to some degree innate and can be acquired. Supporters of word recognition believe that readers need a set of skills that allows them to make meaning of the black marks on the page connecting them to their oral vocabulary. In other words, teachers need to teach students how to decode words and by doing so can combine multiple words to comprehend what they are reading (Freeman, 2008).

Those who support the teaching of reading from the sociopsycholinguistic point of view, parallel the views of a constructivist. In short, constructivists believe that students learn best when they are able to connect past learning or knowledge with new learning or knowledge to construct meaning. The teacher who approaches reading in this manner believes that reading is a process of constructing meaning. Therefore, readers use background knowledge and cues from linguistic systems to comprehend meaning of the text (Freeman, 2008).

According to Chomsky's view of language humans have a language instinct. He argues that language is innate and reflects the inner working of the mind. Humans are born with knowledge of those things that are common to language or *Universal Grammar*. Most children acquire this with little exposure to specific training and continue to learn new vocabulary built upon the basic structures of phonology and syntax (Freeman, 2008).

Krashen's (1999) theory explains that people acquire literacy in the same manner they acquire a first or second language. He believes that people acquire language when they receive messages they can understand. Therefore, reading instruction when executed with texts that are comprehensible and interesting to the reader, strengthens literacy skills.

Literacy Instructional Practices and Resources for ELL

Herra, Perez, and Escamilla (2010) in their book *Teaching Reading to English Language Learners, Differentiated Literacies* explores reading instruction regarding English Language Learners and provides practical strategies for instruction. The authors argue the need for another book about literacy instruction is the lack of reading research specific to second language learners. Due to the lack of specific research on this topic it has left little room for biliteracy and multiliteracy development. In turn, leaving little guidance for teachers to modify instruction for the culturally and linguistically diverse (CLD) students that enter their classrooms (Moll 2001; Moll & Dworin, 1996; Perez, 1998; Reyes, 2001; Schwarzer, 2001).

The book explores the various aspects of reading including phonemic awareness, phonics, vocabulary development, comprehension and fluency. The book presents research based instructional strategies specific to each of these areas drawing from the CLD biography explained in Chapter 2. The author's present the multiple dimensions of the CLD biography and its value regarding student literacy development. They discuss the importance of considering the whole child to inform instruction utilizing the sociocultural, linguistic, academic, and cognitive attributes of CLD students to support the development of second language literacy.

Developing CLD Biographies

The CLD student biography can be developed through student activities, interviews and/or surveys that provide teachers with data concerning the sociocultural, linguistic, academic, and cognitive dimensions of the CLD student (Herrera, et. al, 2010). The purpose of considering the student biography is consistent with the sociopsycholinguistic view of reading, constructivist views of learning and student-centered instruction (SCI). Student centered learning is meant to position the student at the center of their own learning, in which the teacher serves as a guide or facilitator of learning for students to construct meaning of their own. SCI allows students to learn independently and from one another allowing the teacher to coach them individually addressing the specific skills needed effectively (Collins & O'Brien, 2003). When teachers of ELL take time to develop CLD student biographies it allows them to support literacy development by connecting their past experiences to new literacy experiences.

The chapter highlights one teacher's experience with a student who had recently been moved from an ESL pullout class to another classroom for literacy instruction. The former teacher stopped in to speak with the new teacher to see how the student was doing. As a result, the new teacher expressed concern about difficulties the student was having with the story they were reading. She explained that the story had really grabbed the interest of the class and thought this particular student would connect with it, as well. The former teacher explained that the content was probably too real life for the student as it dealt with war. The family had recently left Iraq to escape war. The family had lost their oldest son due to the war and wanted a better chance at life for the other son. They had only been in the U.S. five months. The new teacher was shocked that he had only been here that long. She assumed he had been here longer since his oral language in English was pretty good. This example indicates the important role that the CLD biography plays. Often, when older students have a handle on conversational English it is deceptive in indicating their literacy needs. The ability to orally communicate does not mean that the student has acquired literacy (Herrera et. al, 2010).

Sociocultural Dimensions

A key component to developing the CLD biography is gathering data about the sociocultural dimensions. "[It] represents the heart of the CLD student- what they love, what makes them

laugh, and what shapes and defines their lives to make them who they are as individuals” (Herrera et. al, 2010).

Accordingly, teachers should consider assessing the following influences on students’ literacy development to inform instruction, noted by Raphael et al. (2001) as cited by (Herrera et. al, 2010).

- *Historical background of the family*: the values, beliefs, and goals within the family, as influenced by cultural traditions and experiences
- *Literacy resources*: types and uses of literacy resources, as well as the time spent on literacy activities
- *Perceptions*: the children’s perceptions of both teacher and the nature and importance of reading

Teachers can design student activities, conduct student interviews and administer surveys to gather information concerning these areas. (appendix A&B)

Linguistic Dimension

Another aspect of the CLD biography is gathering information about the linguistic dimension. CLD students are learning English as a second language. Language is the vehicle in which we communicate, comprehend and express ourselves. It is a disservice to CLD students for educators to not acknowledge the value of their native language, has regarding their identity and how they are socialized. Krashen (1999) states; “Subject matter knowledge gained in the first language makes English input more comprehensible, and literacy developed in the first language facilitates literacy development in English”. As cited in Herrar et al. (2010) “Cummins (1991, 2000) *transfer theory* also suggests that “academic proficiency transfers across languages”. CLD students who develop literacy in their native language often acquire literacy in a second language faster and more proficiently than those who have not.

The notion that the use of native language hinders English language development is a misconception. Unfortunately, those who support this notion actually hinder English language development (Herrera et al, 2010). Since content knowledge gained in the first language can be transferred to a second language the use of the native language is imperative to transferring

content knowledge into the second language. When teachers do not recognize this it is easy to wrongly identify students as having special education needs or lacking content knowledge.

The NCTE (2006) reports that a common myth about ELL is “that many have disabilities which is why they are overrepresented in special education”. Studies conducted show that assessments used do not differentiate between linguistic diversity often leads to misdiagnosis. Since the range of time it takes to acquire a second language conversationally is 1-3 years and 5-7 years to acquire the academic language it could be easy for educators who lack knowledge about linguistics and language to recommend and determine special education disabilities for ELL students. Unfortunately, this misdiagnosis of ELL students can hinder their academic growth rather than develop their language and literacy (NCTE, 2006).

Herrera et. al (2010) suggest that teachers use the *Literacy Linguistic Profile* (appendix C) similar to the *Sociocultural Profile* to gather information about the linguistic dimension of CLD biography. To further determine needs and monitor literacy development for CLD students teachers can use *Stages of Second Language Acquisition* progress monitoring chart (Appendix E). The more teachers know about what stage CLD students are in regarding English Language Acquisition they more effective they can be at implementing effective literacy instruction.

Academic Dimension

Past and current academic experiences of CLD students are another important component for teachers to consider when developing a CLD biography. Student experiences with instruction and the curriculum they are exposed to are valuable in knowing what access they have had previously to literacy experiences. These insights inform teachers about CLD student attitudes, motivations and goals for acquiring the needed literacy skills to succeed academically (Herrera et. al, 2010).

Teachers should not only consider academic experiences CLD students have had in the United States but also their experiences in their native country. Knowing students academic background allows teachers to draw from past experiences and connect to new experiences. Again supporting

the constructivist view that students learn best when they are able to draw on their background knowledge to construct meaning of new knowledge. For example, if a teacher knows that a CLD has developed strong literacy skills in their native language they can use content knowledge via the native language to support literacy experiences in English (Herrera et. al, 2010). Appendix E includes an *Academic Literacy Profile* to assess these experiences.

By developing CLD biographies teachers gain insight into the literacy needs of their CLD students. These insights are crucial for the selection of materials and resources needed to provide effective instruction for CLD students. The more teachers learn about the social, cultural, and linguistic backgrounds of their students the better they can address the individual needs of such diverse students.

Reflection on the Practice of CLD Biography

For several years, now I have incorporated the development of learning profiles for students in my Literacy Academy classes. These classes are small in size and target middle school students who struggle with reading however, classes range in age and ability. At the beginning of each year I administer several pre assessments to gather data for their profiles. These are very similar to the CLD biographies and developed to inform individualized instruction. I have found that gathering information about student social and cultural background has been effective in planning instruction and selecting materials that engage student learning.

As my school approached the last trimester of the year two students who are not proficient in oral English language were transferred into one of my literacy classes. Since they were new to the class I began to develop their learning profiles. Instead of using the pre assessments that I normally use, I experimented with using the *Sociocultural, Linguistic and Academic Literacy Profiles* cited in *Teaching Reading to English Language Learners, Differentiated Literacies*, and conducted a one on one interview with each one of the students when they first arrived in my class (see Appendix A, C, E).

The two students have been at the school since the start of the year. I had already knew some information about them however, after conducting the interview some of the information that

others shared was inaccurate. What I knew previously was that they had been in the U.S. for approximately one year and attended a bilingual program last year. I was told that they came here from Ecuador and had little formal education before coming here.

All year I had been hearing that they can't talk in English at all. I had also been told by a few teachers that they believed that they knew more than the led on and they were a bit lazy. Even though they said this I knew that there was much more going on than laziness.

As Herrera et al. (2010) explains CLD students are constantly assessing the environment to determine the perception of teachers and students. They may look for aspects of their culture. They may note of where they are placed in the class. Are they allowed to sit with a student who speaks their native language? Are they allowed to use their native language? All of these factors play a part of how welcome the feel in the community.

I spent time before they entered my class observing interactions in the mainstream classes. While they were allowed and purposely seated with a peer that spoke their native language little else was done in most of the core classes to welcome and integrate them into the mainstream. Many of which have more than one teacher in the class including the content teacher, a special education teacher and many times a paraprofessional. Since they are quiet and not disruptive I guess it's easy to forget they are there. Nonetheless, after administering the LAS links I pushed to have them join my Literacy Academy class and before I knew it they were in my class.

After conducting the sociocultural literacy profile I found out a great deal that contrasted what others had told me. First, they came here from Columbia not Ecuador. Second, they did attend school. Third, they will speak in English but lack vocabulary. It was apparent that English input was strong and they understood what I was asking clearly and purposely. Fourth, I found out that reading is a part of home life and that they enjoyed reading with their father and younger sister who speak English. I asked several questions when doing the interview and while they were apprehensive at first to talk to me as I continued to talk to them they tried more and more to share there experiences with me. When I asked them, *What kind of reader they think they are?* Both said in English an F but in Spanish one said C and the other A.

Ultimately, I found that by taking the time to talk to both the students one to one about their background was not just valuable at obtaining information to inform my instruction. In addition, it was valuable in the sense that they appreciated the fact that I wanted to get to know them as individuals. There was a clear difference between the first day they came to class and the second day. That first day they hesitantly walked through the door and sat at the farthest table in the back. They looked extremely uncomfortable. After conducting a few interviews and talking with them they came to class more relaxed and sat at one of the front tables in the class.

Scaffolding Reading Experiences for ELL

Fitzgerald and Graves (2004) in their book *Scaffolded Reading Experiences for English Language Learners* provide teachers instructional tools to support literacy development. The tools they present in the book are not only effective for ELL students but for native English speaking students. However, they strongly believe that in most cases ELL students are dependent on clear, explicit instruction.

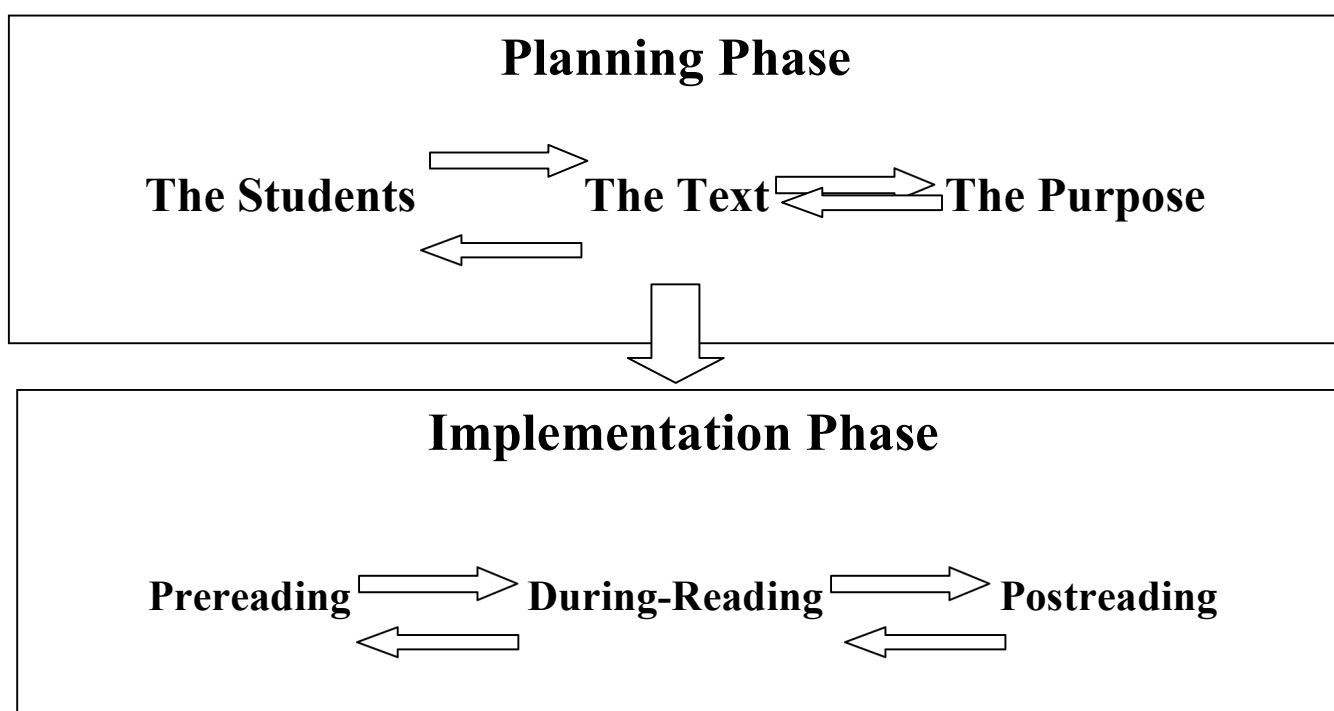
The book focuses on the teaching framework called the *Scaffolded Reading Experience* (SRE). The goals embedded for ELL's in the SRE are to "understand, learn from, and enjoy each and every text they read" (Fitzgerald & Graves, 2004). SRE's do not directly teach ELL students to read, however, they do develop student literacy in terms of building background knowledge and vocabulary. Additionally, they offer students opportunities that encourage them to draw from past experiences to construct meaning. The SRE, also, sets up ELL students to be active members of the classroom community. The SRE framework coincides with constructivism and the sociolinguistic view of reading in that they are designed to access prior knowledge and build background knowledge in order to support students to connect past learning to new learning to construct meaning. Information from the CLD biographies are useful to designing lessons using the SRE framework.

Fitzgerald and Graves (2004) base the context of the SRE framework on four basic premises concerning the teaching and learning of ELL students.

- *The term English Language Learner is used to reference a wide array of language learners, including; bilingual learners in the United States. The use of the term does not indicate that an English-only model is advocated.*
- *All teachers should understand how a second language is acquired, how difficult it is, how long it can take, the relationship between first and second language, and the cultural implications that are embedded in language.*
- *ELL's bring vastly diverse language, background and culture into the classroom that impact their learning experiences.*
- *ELL's are consistently thinking and exerting effort to acquire and develop language and literacy.*

The SRE is a series of prereading, during-reading and postreading activities designed intentionally to support reading success for ELL's (see appendix F&H for sample SRE). As described by Fitzgerald and Graves(2004) there are two phases in the SRE. During phase 1 or the planning phase teachers should first consider the students, the text and the learning objectives. The second phase or the implementation phase teachers need to consider multiple options that you can use and prepare a set of pre, during and post reading activities that will support students to engage, navigate and respond to the text successfully. The diagram below provides a visual of the two phases of the SRE (Fitzgerald and Graves, 2004).

Two Phases of a Scaffolded Reading Experience



Pre Reading

Prereading activities according to Fitzgerald and Graves (2004) set the stage for reading the text. Prereading activities are activities that are introduced before reading to prepare ELL's for a successful reading experience. Prereading activities support student fluency, comprehension and motivate an enjoyable and rewarding reading experience. There are ten basic activities that the authors determine for prereading activities cited below (Fitzgerald and Graves, 2004).

- Motivating
- Relating the students' lives
- Building or activating background knowledge
- Providing text-specific knowledge
- Preteaching concepts
- Prequestioning, predicting, and direction setting
- Suggesting strategies
- Using students' native language
- Involving English-language learner communities, parents, siblings

Chapter 5 provides a detailed look at the ten prereading activities and sample lessons. See appendix F, p. 32&32 and appendix G, p.37 for sample pre reading activities.

During Reading

During reading activities support students' interaction with the text. They include both things students do, as well as what the teacher might do to navigate the text. There are 5 categories the authors define as during reading.

- Silent Reading
- Reading to students
- Supported Reading
- Oral reading by students
- Modifying the text.

Some questions teachers should consider when selecting a during reading activity are;

- How can the reading task be accomplished?
- What can I do to actively involve the students in the reading?
- What will make this text more accessible?

- How can I support students during reading to make the text comprehensible and engaging?

The sole purpose of the SRE is to support students to successfully read the text. Modeling think alouds during a read aloud or providing students with a graphic organizer to focus reading during reading teachers actively engage students in the reading, while developing literacy skills during reading such as; questioning, predicting, and connecting with text. By doing so, teachers guide students to strengthen the high-order thinking skills needed for academic success. Chapter 6 provides teachers with specifics concerning each category and sample lessons plans for during reading activities. See appendix F, p.34 and H, p.37&38 for sample during reading activities.

Post Reading

The final step in the SRE is the postreading activity. This is designed to assess student learning and allows students to reflect and think critically on their reading experience. Chapter 7 in detail describes eight categories of postreading activities and lesson plan samples. See appendix F, p.35&36 and H, p.38 for sample post reading activity. The eight categories are included in the list below.

- Questioning
- Discussion
- Writing
- Drama
- Artistic, graphic and nonverbal activities
- Application and outreach activities
- Building connections
- Reteaching

The level or extent to which you develop these activities depends upon the goals of the reading. Postreading activities are meant to encourage students to think critically, logically and creatively about the reading. When reading for pleasure it often with little effort that we make meaning, but for most of the reading that ELL students engage in during school, this is not the case. In fact, Fitzgerald and Graves(2004) explain that until ELL's do something with what they have read, it is unlikely that they will fully own the text. In most cases ELL's must transition through the process of reading the text, thinking, and elaborating on the text and finally responding to the text in order to make meaning and comprehend what they have read (Fitzgerald and Graves, 2004).

Reflection on the Practice Scaffold Reading Experience

I have been using the SRE for quite some time now not only with my ELL students but for all students. Since 2009 I have served as the Literacy Specialist for a small charter middle school located in an urban district in Southeastern, Connecticut. The school population consists of students from both suburban and urban communities. As a result, the students are socially, culturally and linguistically diverse. I am a firm supporter of constructivist views of learning and have actively engaged in professional development, research and classroom practices that support the constructivist ideals.

In my role as a literacy specialist for the school I teach an intervention course entitled Literacy Academy that provides instructional support that aims to improve the literacy skills of our struggling readers. Before conducting research for this study, I had already conducted research on literacy targeting struggling adolescent readers. Much of the research then led me to some of the same literacy instructional strategies as I have found now while conducting research specific for English Language Learners.

As a constructivist, I strongly support the idea that students are more likely to construct meaning when they can draw from their previous experiences and connect those experiences to new content knowledge. I also believe that it is vital for students to feel connected and respected in the classroom. Furthermore, I believe when students feel welcomed and their unique individualities are embraced teachers can establish a community in the classroom where students are motivated to take active roles in their own learning. When teachers utilize each individual's strengths and interests and relate what they are learning to past experiences students are more likely to take ownership over their learning. In addition, engage and take risks that they might not otherwise take in an academic setting in which they feel alienated.

Initially, I did not think that I would find anything different than I had found in the past regarding literacy intervention specific for ELL. Mainly because I had somewhat addressed it in my past research. Much of what I found in the past included the importance of taking into consideration the family, social and cultural dimensions of student literacy development. However,

while I was right that the about the strategies I wrong in that I would not add into my insight. What I found by reviewing the literature about literacy development for ELL students was the importance of their literacy development in their native language and the role it plays in developing literacy in a second language, including the value it has in the classroom.

When using the tools provided by Herrera, Perez, and Escamilla (2010) to develop learning profiles for my newest ELL students I was able to gather information about their CLD biographies that past practices would not have provided. After my first interaction with the students I was excited to understand more about their language development in both their native language and in English. I realized how important that information was to provide effective literacy instruction for them. With this new insight I have been able to design scaffolded reading experiences that were appropriate based on their language and literacy needs.

Conclusion

The need for effective literacy instruction for English Language Learners is clear when we face the facts that reserach continues to provide. Too often in the Untied States education for our English Language Learners is approached based on myths as presented by Krashen (1999) in *Condemned Without a Trial, Bogus Arguments Against Bilingual Education*. For example, the myth that instruction in the native language hinders English language acquisition. Even more bogus, the argument that in the past immigrants whose first language was not English did not require specialized instruction or bilingual education to succeed academically. An argument that is based on financial success of immigrants during the Industrial Revolution, a time where higher education nor literacy proficiency was a prerequisite for economic succes.

The 21st Century job market demands the multiliteracies of the 21st. Research and statistics continue to reveal the neccisity of effective literacy instruction in K-12 education. While it is true that it is necessary for all students to develop literacy to succeed academically, it is apparent within the achievement gap, that the in which we address literacy instruction for our culturally and linguistically diverse student leaves them far behind their native English speaking peers.

The NCTE (2008) reported that English Language Learners between the ages 14-18 were 21 percent likely to complete highschool compared to their native English speaking peers.

According to NAEP (1996) 30% of students that fill classrooms in elementary and middle school would leave school before finishing highschool due to a literacy problem and that approximately two-thirds of eighth and twelfth grade students read at less than “proficient” levels. Even more alarming they reported that the amount of prison built are based on the amount of students in 4th grade who do not read at grade level. With that being said I end on this final thought. Do we as Americans, whose dreams are built upon the notion that America is the land of freedom, equality and justice, want to continue to enslave our nations children by not providing them with the necessary literacy skills they need to become productive citizens? Or will we continue to pour our wealth into building prisons instead of quality education programs for our children and the future of our nation?

Annotated Bibliography

Brisk, M.E. (2010). *Bilingual Education: From Compensatory to Quality Schooling* (2nd ed.). New York: Routledge, Taylor & Francis Group.

This book in detail outlines the characteristics that define Quality Bilingual Education based on current research. Brisk gives an overview of the debate concerning Bilingual Education and provides educators with a framework to evaluate Bilingual Programming that supports schools to move “from compensatory to Quality Schooling”.

Herrera, S., Perez, D., & Escamilla, K. (2010). *Teaching Reading to English Language Learners, Differentiated Literacies*. Boston: Allyn & Bacon

This book is a great resource for all teachers of Bilingual/English Language Learner educators as it explores reading instruction regarding English Language Learners and provides practical strategies for instruction. The book explores the various aspects of reading including phonemic awareness, phonics, vocabulary development, comprehension and fluency. The book presents research based instructional strategies specific to each of these areas drawing from the CLD biography outlined in Chapter 2.

Fitzgerald, J. & Graves, M., (2004). *Scaffolding Experiences for English-Language Learners*. Massachusetts: Christopher-Gordon Publishers, Inc.

This book provides teachers instructional tools to support literacy development. The tools they present in the book are not only effective for ELL students but for native English speaking students. The book focuses on the teaching framework called the *Scaffolded Reading Experience* (SRE). The goals embedded for ELL’s in the SRE are to “understand, learn from, and enjoy each and every text they read”. The author’s outline the SRE based on recent research and provides educators across content areas with sample lesson plans.

Freeman, D & Freeman, Y. (2004). *Essential Linguistics, What You Need to Know to Teach, Reading, ESL, Spelling, Phonics, Grammar*. Portsmouth: Heineman.

Freeman and Freeman, in *Educational Linguistics* focuses on aspect of linguistic the connect clearly to classroom practices. The book provides teachers with learning activities that can

applied easily in the classroom.

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Appendix A

■ figure 2.2 Sociocultural Literacy Profile

Sociocultural Profile	Completed Sociocultural Profile
Name: Age:	Sahle 11 years old
Grade level: Native language:	6th Grade Americ
Place of birth: Country of origin:	Ethiopia Ethiopia
1. What language do you speak most at home?	English and Americ
2. What language did you first learn to read?	Americ
3. What do you read at home (e.g., letters, cookbooks, books in the native language, books in English, magazines, newspapers)?	The Bible.
4. Who do you read with at home?	I read with no one at home.
5. Do you like to read? What do you like or dislike about reading?	I don't like to read, but do it to get better.
6. If you could choose anything to read about, what would it be and why?	I would read about Jesus, it changes my attitude and gives me strength.
7. What kind of reader do you think you are? A. A very good reader B. A good reader C. An average reader D. A poor reader E. A very poor reader	C—Average reader

Appendix B

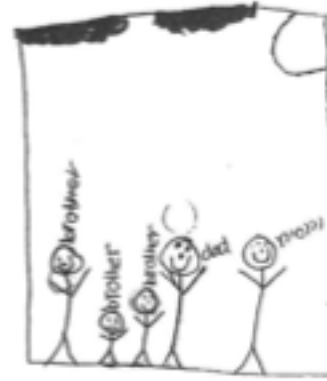
Family Biography

Materials Needed

- Large sheet of art paper for each student
- Pencils, crayons, and/or markers for each student

Directions

- Have each student fold the paper into a trifold, making the opening flap on the left-hand side.
- Have each student create a title page for the brochure.
- Determine five other guiding topics (one per page) for students to use on the remaining five sections.

<p>What we like to do</p> <p>We liked to play and watched soccer</p>		<p>My family</p> 
<p>my family</p> <p>MY Broter I likes soccer and Basketball we play together were Both good at sports</p> <p>My mom works at mcdonalds she Brings me Hamburgers</p> <p>M Dad Builds Bridges He Paints The Bridges to</p>	<p>were I'm from</p> <p>My great grandma is from mexico in zacatecas</p> <p>MY mom is from Fresnillo zacatecas</p> <p>MY Brother is from Fresnillo zacatecas</p> <p>MY Dad is from Fresnillo zacatecas</p>	<p>favorite food</p> <p>Are favoriet food is encilladas</p> <p>You Put chicken You Put the tortias in the chille the You put in the chiken wile tortias. YOUR Finish</p>

Appendix C

The LLU Student Biography

Figure 2.3 Linguistic Literacy Profile

Linguistic Profile	Completed Linguistic Profile
Name: Age:	Alicia 9 years old
Grade level: Native language:	5th Grade Spanish
Place of birth: Country of origin:	Mexico Mexico
1. What is your first language?	Spanish
2. What language do you most often speak at home?	English
3. What other languages do you speak at home and with whom?	I speak Spanish at home with my mother.
4. Do you read in your native language? If yes, who taught you how to read and how well do you think you read in your native language?	I like to read in Spanish. I learned how to read in school, but I think my English reading is better.
5. What types of things do you read in your native language (e.g., books, magazines, newspapers, letters from your native country)?	My mother has a book that she kept when I was little. She has me read it to my little brother.
6. Do you write in your native language? If yes, who taught you how to write and how well do you think you write in your native language?	I learned to write in Spanish when I first went to school. I think I write pretty good in Spanish.
7. What types of things do you write in your native language?	I like to write my mother cards in Spanish because she reads in Spanish.
8. Does it help you to read in English when you see words that are written or sound almost the same as words in your native language?	It helps me to read in English when the words are written or sound almost the same as words in my native language cause they sound the same and are spelled almost alike.

Appendix D

Figure 2.4 Continua of English Language Development

Name: _____

	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
LISTENING	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Cannot yet understand simple expressions or statements in English. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Understands previously learned expressions. Understands new vocabulary in context. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Understands sentence-length speech. Participates in conversation about simple information. Understands a simple message. Understands basic directions and instructions. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Understands academic content. Understands more complex directions and instructions. Comprehends main idea. Effectively participates in classroom discussions. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Understands most of what is heard. Understands and retells main idea and most details from oral presentations and conversations.
SPEAKING	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Is not yet able to make any statements in English. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Uses isolated words and learned phrases. Uses vocabulary for classroom situations. Expresses basic courtesies. Asks very simple questions. Makes statements using learned materials. Asks and answers questions about basic needs. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Asks and answers simple questions about academic content. Talks about familiar topics. Responds to simple statements. Expresses self in simple situations (e.g., ordering a meal, introducing oneself, asking directions). 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Initiates, sustains, and closes a conversation. Effectively participates in classroom discussions. Gives reasons for agreeing or disagreeing. Retells a story or event. Compares and contrasts a variety of topics. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Communicates facts and talks casually about topics of general interest using specific vocabulary. Participates in age-appropriate academic, technical, and social conversations using English correctly.

Name: _____

	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
READING	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Is not yet able to read any words in English. Is not yet able to identify the letters of the Roman alphabet. Is not yet able to decode sounds of written English. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Reads common messages, phrases, and/or expressions. Identifies the letters of the Roman alphabet. Decodes most sounds of written English. Identifies learned words and phrases. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Reads and comprehends main ideas and/or facts from simple materials. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Understands main ideas and details from a variety of sources. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Reads authentic text materials for comprehension. Understands most of what is read in authentic texts.
WRITING	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Is not yet able to write any words in English. Is not yet able to write the letters of the Roman alphabet. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Copies or transcribes familiar words or phrases. Writes the letters from memory and/or dictation. Writes simple expressions from memory. Writes simple autobiographical information as well as some short phrases and simple lists. Composes short sentences with guidance. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Creates basic statements and questions. Writes simple letters and messages. Writes simple narratives. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Writes more complex narratives. Composes age-appropriate original materials using present, past, and future tenses. Writes about a variety of topics for a variety of purposes. 	Date: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <ul style="list-style-type: none"> Write summaries. Takes notes. Compares and contrasts familiar topics. Uses vivid, specific language in writing.

Appendix E

■ figure 2.5 Academic Literacy Profile

Academic Profile	Completed Academic Profile
Name: Age:	Miguel 7 years old
Grade level: Native language:	3rd Grade Spanish
Place of birth: Country of origin:	Peru Peru
1. Which schools have you attended?	I went to a different school for kindergarten and first grade.
2. Did you participate in any type of ESL classes or get additional help in the classroom to learn English?	Some teachers worked with small groups of us kids who didn't speak English very well.
3. What do you find hardest about reading in English?	I have trouble with words that sound the same, like wear and where.
4. What have past teachers done that really helped you to understand books in English?	In kindergarten, we had centers where we got to look at books after the teacher read them to us.
5. What helps you understand new words?	I make up my own sentence with the new word that I understand, and then I remember that sentence.
6. What do you do when you get to a word you don't know in English?	I sound out the word and read the sentence without the word in it to figure out what the word means.
7. What strategies do you use when reading to help you understand?	I try to picture it in my mind. Then I read it again and try to remember the sentence I had a question about to help me understand.

Appendix F

Name:

Date:

My Name From The House of Mango Street SIOP Model Lesson Plan

Unit Theme: Self Identity	Date:
Lesson Topic: What is the significance of my name?	Grade/Subject: Middle Grades (4-8) Language Arts/ Reading

ELL Standards: L1 Follow common, explicit oral directions to participate in diverse academic or social tasks.
R3 Comprehend written material.
W1 Use appropriate grammar
S1.1 Provide information

Content Objectives: Students will participate in pre, during, and after reading activities to form initial understandings about their names, develop an interpretation and take critical stance about Self identity through a scaffold reading experienced (SRE) using the vignette, My Name from The House of Mango Street.

Language Objectives: students will communicate ideas about self identity through oral and written discourse through the reading and participating in a SRE. Students will use a pyramid graphic organizer to write about their names using adjectives and nouns.

Cultural Objective: Students will explore each other's name background significance through listening to their classmates' stories.

Learning Strategies: Use graphic organizers to answer questions. Use vocabulary words to write sentences on their poems. Create their own poem about their names. Think/pair/share.

Key Vocabulary: Identity, sobbing, chandelier, inherited, baptize.

Materials: Graphic organizers, markers, scissors, computers, vocabulary words written on strips, directions and text provided in English and Spanish.

Motivation: Begin the lesson together as a class. Ask students what do they know about their names? Then place students in small groups and distribute Pre-Reading activity. Allow students to share their findings.

Presentation: Emphasizes the objectives of the lesson.

Present vocabulary words. Display the words.

Explain what is an adjective?

Model writing some sentences using adjectives.

Read pages 10-11 (My Name) Tell students to pay attention how the main character, Esperanza share with the reader the significance of her name, how she feels about her name and how it relates to herself definition and identity.

Practice/Application: Instruct students that they will read again own their own pages 10-11.

Explain students that during reading they need to answer the question on the handprint graphic organizer about Esperanza's name including details about how she feels and how it relates to her identity.

Next, they will need to complete the after reading activity- A Pyramid Poem about Esperanza and her name.

Then students will do some research on their names, using the websites provided type your name and see what you can find (meaning of English, other languages, background information).

Takes notes (on handprint # 1 or the poem paper) and write a pyramid poem about your name.

Cut out the handprint about your name.






Review/ Assessment: After students have completed the activity, ask students to read their poems and their findings about their names. Then students will posted them on a poster board. Teacher will ask questions to students as they present.

Extension: students will do a long term project. Students will find the significance of two family members' name. They can present their project on a power point presentation.

My Name
The House on Mango Street
 Vocabulary

Language Arts/Reading

Self Identity

WORD	PICTURE	DEFINITION
Identity (noun)		The distinguishing character or personally of an individual.
Sobbing		To make a sound resembling that of loud weeping.
Chandelier		A branched decorative lighting fixture suspended from a ceiling.
Inherited		To receive something from an ancestor by legal succession or will.
Baptized		A religious sacrament marked by the symbolic application of water to the head or immersion of the body into water.

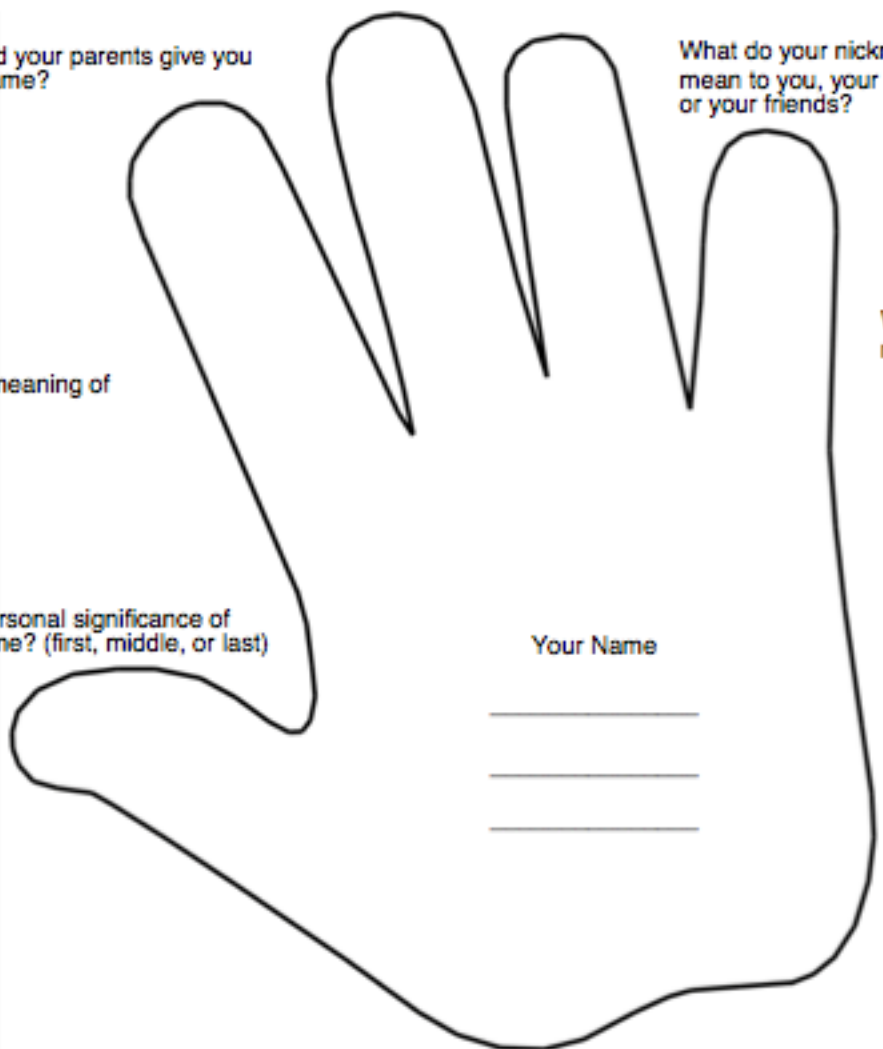
Name:

Date:

My Name
The House on Mango Street
Pre Reading Activity

Directions: On the hand below write 5 details about your name. Use the following questions to generate details that tell about the significance or meaning of your name.

How do you feel about your name?



Why did your parents give you your name?

What do your nicknames mean to you, your family, or your friends?

What is the meaning of your name?

What are your nicknames?

What is the personal significance of your given name? (first, middle, or last)

Your Name

Name: _____

Date: _____

My Name
The House on Mango Street
During Reading Activity

Directions: In the vignette, *My Name* from *The House on Mango Street*, the main character, Esperanza, shares with the reader the significance of her name, how she feels about her name and how it relates to her self definition and identity. As you read the short vignette take notes about Esperanza's name including details about how she feels and how it relates to her identity.

Why did she want to inherit the name of her great-grandmother but not her place at the window?

How was her name pronounced at school? How did she feel about it?

What is the significance of her name to her family?

How does she describe her name pronounced in Spanish?

Who was Esperanza named after?

What new names does she want to baptize herself under? Why?

In English, Esperanza means? In Spanish it means?

Name:

Date:

My Name
from The House on Mango Street
After Reading Activity

Directions: After reading the vignette, *My Name from The House on Mango Street*, you will use your notes from the during reading activity to write a pyramid poem about Esperanza and the details she share with you about her name. Next, you will conduct a brief research assignment on your name to gather more information to write a pyramid poem about your name. Use the following guide to draft your poems. You can use the pre-reading hand organizer to gather more information about your name.

Esperanza's Pyramid Poem Use the following poem frame to draft your poem about Esperanza.

Line 1: Name _____

Line 2: Two words to describe _____

Line 3: Three words _____

Line 4: Four words _____

Line 5: Five words _____

Line 6: Six words _____

Extension (optional) Add two more lines to your poem by adding one more word to each line

Sample Name Pyramid Name Poem

Aysem
Irish, Turkish
Born in Adana
In my Anne's homeland
Aysem is my Turkish name
The one that is kept quiet
Rather'd happy moon be first not second
That's what Aysem means in English, missing identity
Anne, says at first sight I shimmered bright light
But coming to America she wanted me to fit right
Rose is the first and it has its story, too!

Your Name Pyramid Poem Use the following poem frame to draft your poem about your name.

Line 1: Name _____

Line 2: Two words to describe _____

Line 3: Three words _____

Line 4: Four words _____

Line 5: Five words _____

Line 6: Six words _____

Extension (optional) Add two more lines to your poem by adding one more word to each line

Sample Name Pyramid Name Poem

Aysem
Irish, Turkish
Born in Adana
In my Anne's homeland
Aysem is my Turkish name
The one that is kept quiet
Rather'd *happy moon be first not second*
That's what Aysem means in English, missing identity
Anne, says at first sight I shimmered bright light
But coming to America she wanted me to fit right
Rose is the first and it has it's story, too!

Appendix H

“The House on Mango Street” from *The House on Mango Street* Guided Reading SRE

Pre Reading: Before Reading the vignetter, “The House on Mango Street”, Complete the following sentences.

I live in a _____. (*apartment, house, apartment building, duplex*). I live in _____ (*the town, city, state, country*). I have also lived in a _____ (*list all types of homes*) and I have lived _____ (places). My house is _____. It has _____. Also, _____ (describe what your house looks like). Some things I like about my house are _____

Some things I do not like are _____

During Reading: In the vignetter, the author describes the house that she lives in on Mango Street. While reading the vignette silently on your own in either Spanish or English highlight details that the author uses to describe the following.

- 1) Describe the house on Mango Street
- 2) Who lived in the house on Mango Street ?
- 3) Where did the family live before moving to Mango Street?
- 4) Who was the Landlord at the house on Mango Street ?
- 5) What were the problems with the house on Loomis Street?

6) Describe the house that the young girl dreamed of owning.

7) Describe the young girl's attitude about the house on Mango Street.

- Who is the narrator of the Mango Street story?

After Reading: Using the details you highlighted during reading illustrate (draw) how you imagine The House on Mango Street looked like in the space below. Then, illustrate either your own home or your dream home.

The House on Mango Street

My House

"La Casa en Mango Street"
de La Casa en Mango Street
Lectura guiada SRE

Lectura previa: Antes de leer el vignetter, La Casa en Mango Street ", completa las siguientes oraciones.

Yo vivo en un _____. (apartamento, casa, edificio de apartamentos, dúplex).

Yo viven en _____ (el pueblo, ciudad, estado, país). También he vivido en un _____ (Lista de todos los tipos de hogares) y he vivido _____ (lugares). Mi casa es _____. Tiene _____. Por otra parte, _____ (describir lo que su casa se parece).

Algunas de las cosas que me gustan de mi casa son _____.

Algunas de las cosas que no me gustanson _____.

Durante la Lectura: En la vignetter, el autor describe la casa que vive en en Mango Street. Durante la lectura de la viñeta en silencio por su cuenta en los detalles destacan Español o en Inglés que el autor utiliza para describir lo siguiente.

- 1) Describir la casa en Mango Street
 - 2) ¿Quién vivía en la casa en Mango Street?
 - 3) ¿Dónde vive la familia antes de mudarse a Mango Street?
 - 4) ¿Quién era el propietario de la casa en Mango Street?
 - 5) ¿Cuáles fueron los problemas con la casa de la calle Loomis?
 - 6) Describa la casa que la joven soñaba con tener.
 - 7) Describe la actitud de la joven de la casa en Mango Street.
- ¿Quién es el narrador de la historia de Mango Street?

Después de la lectura: El uso de los detalles que destacaron durante la lectura ilustran (empate) cómo te imaginas La Casa en Mango Street parecía en el espacio de abajo. A continuación, ilustran bien su propia casa o casa de sus sueños.

La Casa En Mango Street

Mi Casa

